DOCUMENT RESUME

ED 230 746 CE 036 179

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TITLE Developing and Disseminating an Activity-Based Learning Experience Booklet for Student Self-Development in Career Orientation. Final Report. Project Number: E79-4.
INSTITUTION Arkansas Univ., Fayetteville.
SPONS AGENCY Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE Dec 82
NOTE 28p.; For related documents, see CE 036 180-182.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Planning; Decision Making; Educational Needs; Information Dissemination; Instructional Materials; Junior High Schools; *Learning Activities; *Material Development; Needs Assessment; Pretests Posttests; Program Development; Program Effectiveness; Program Implementation; Questionnaires; *Self Actualization; State Programs; State Surveys; Teacher Workshops; Values; *Workbooks
IDENTIFIERS *Arkansas; Life Planning

ABSTRACT

A project was undertaken to develop and disseminate an activity-based learning experience booklet to enhance student self-development in career orientation classes at the junior high school level. Included among the major project activities were the following: identification of an appropriate needs assessment instrument; administration of a needs assessment survey to 447 students in 25 Arkansas junior high schools to determine their perceived career educational needs; development of a set of self-developmental activities for inclusion in a series of three workbooks dealing with life planning, values, and decision making; a review of the workbooks; and implementation of day-long training sessions for 21 Arkansas career orientation teachers. After necessary revisions were completed on the workbooks, 400 copies of them were disseminated to career orientation teachers throughout Arkansas. A comparison of the results of pretests and posttests designed to measure students' self-development and career educational needs supported the effectiveness of the project-developed materials in teaching self-development concepts in grades 7, 8, and 9. (MN)

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FINAL REPORT

DEVELOPING AND DISSEMINATING AN ACTIVITY BASED LEARNING EXPERIENCE BOOKLET FOR STUDENT SELF-DEVELOPMENT IN CAREER ORIENTATION

Project Number: E79-4

Conducted By

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In Cooperation With
Arkansas Department of Education
Division of Vocational and Technical Education
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Funded under the Provisions of
P.L. 94-482, Sections 131-133

December, 1982

CE036179

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DEVELOPMENT AND DISSEMINATION OF AN ACTIVITY BASED LEARNING EXPERIENCE BOOKLET DESIGNED TO ENHANCE STUDENT SELF-DEVELOPMENT IN CAREER ORIENTATION CLASSES

FINAL REPORT

INTRODUCTION

An examination of the professional literature suggests the need for greater emphasis on career development at the junior high school level. During the 1970's state and federal spending programs have provided support for materials development at both the elementary and secondary level. Consequently, when compared to other educational grade levels, there are few career development resources available at the junior high school levels. Because of this, the Vocational and Technical Education Division of the Arkansas Department of Education initiated a request for proposals to develop and disseminate an activity based learning experience booklet for student self-development in career orientation.

Promoting the healthy, social and emotional development of students is an important goal of educators. Career orientation teachers find themselves in the unique position of being able to facilitate this growth through a variety of ways, including classroom developmental activities and group guidance. Students in grades 7, 8, and 9 are making choices about their identities. Career orientation teachers could assist students in clarifying their choices. Students will make these choices. There is, however, no guarantee that these will be positive, healthy choices. Decisions of such a crucial and relatively permanent nature need to be based on a healthy and positive value structure. Career orientation teachers can help students clarify a positive and rational value system; they can

assist students in developing decision-making skills. Career orientation teachers who adhere to the value of the healthy development of students can hardly fail to offer assistance at such a critical time. The challenge then is to devise programs, as part of the curriculum, aimed at assisting students to obtain personal growth.

While there are many activities that could be developed or adapted to enhance self-development, activities that involve "learning by doing" seem to be highly successful. At the present time, the majority of materials available that focus on self-development concepts are designed for classroom instruction. Materials presently available are highly didactic in nature. They tend to be teacher focused and require a great deal of lecturing. As a result, student motivation often lags. Arkansas career orientation teachers have expressed a need for activity based learning units designed to enhance the teaching of self-development concepts.

OBJECTIVES

The basic goal of this project was the development of an activity based learning booklet designed to enhance the teaching of self-development concepts as they relate to career orientation. In order to accomplish this goal, four learning areas essential to self concept were identified:

Self Knowledge
Life Roles, Settings, and Events
Life Planning
Academic and Vocational Skills

Within each of these learning areas, four related goals were identified:

I. Learning Area 1.0: Self Knowledge

Goal 1.1: The student will be able to develop friendships.

Goal 1.2: The students will identify how their personal characteristics affect their relationships with others.

Goal 1.3: The student will be able to communicate openly with others.

Goal 1.4: The student will know the necessity of being able to function in a variety of situations.

II. Learning Area 2.0: Life Roles, Settings, and Events

Goal 2.1: Students will relate occupations to the needs and functions of society.

Goal 2.2: Students will know the interrelationships of the roles of workers, family members, and citizens.

Goal 2.3: Students will be able to identify the function of leisure in their lives.

Goal 2.4: Students will know the characteristics of various occupations.

III. Learning Area 3.0: Life Planning

Goal 3.1: Students will be able to make effective decisions.

Goal 3.2: Student will relate present planning to future outcomes.

Goal 3.3: Students will recognize the need for flexibility in planning.

Goal 3.4: Students will assume the responsiblity for their own planning.

IV. Learning Area 4.0: Academic and Vocational Skills

Goal 4.1: Students will be able to function to their capacity in school subjects.

Goal 4.2: Students will be able to apply basic academic skills to daily living task.

Goal 4.3: Students will know the prerequisites of a variety of occupations.

Goal 4.4: Students will demonstrate an ability in pre-employment skills.

For students in grades 7, 8, and 9, each of these four learning areas implies awareness and exploration of self and others as the key activities necessary for the development of career conscious individuals. The goal, therefore, for any learning by doing activity designed to enhance self-development is to increase the internalization of these four knowledge and skill areas as they relate to individuals.

The purpose of the present study was to positively enhance the self-development of students in grade 7, 8, and 9 through the development of learning by doing booklets. This study examined the hypothesis that students exposed to a learning by doing curriculum would significantly increase their "actual" post-test scores on the four learning areas when compared to a control group.

PROCEDURES

The following procedures were followed in accomplishing the goal of this project. The first step was the identification of an appropriate needs assessment instrument. After a survey of the literature, the co-directors decided upon the Arkansas Guidance Needs Assessment Instrument. This instrument was designed specifically for grades 6, 7, 8, and 9. It was adapted from the Missouri Needs Survey, compiled and developed by Arni, Magnuson, Sparks, and Starr (Appendix I). This instrument requires students to rank needs according to two scales: "What should exist in schools", and "What actually exist in schools". Sixty-four need statements are rated by students on 5 point likert-type scales. This instrument identifies needs in four areas: Self Knowledge, Life Roles and Settings, Life Planning, and Academic and Vocational Skills.

The results obtained from this needs assessment instrument can be analyzed not only in terms of the "should" and "actual" ratings, but also it determines the amount of discrepancy between the "should" and "actual" ratings. This discrepancy rating can be taken as a measure of where greatest need for improvement exist within the school.

The next step was to determine the perceived needs of students in grades 7, 8, and 9. Students in 25 Arkansas schools having career orientation classes responded to this needs assessment instrument. A total of 447 students responded. The pattern of perceived student needs was consistent both across grades 7, 8, and 9, as well as across sexes. Analysis of these results suggest that students felt school should provide services in all four of these learning areas. The order of perceived need was as follows: Self Knowledge, Life Planning, Academic and Vocational Skills, and Life Roles. That is, Self Knowledge was rated as the most important and Life Roles was rated as the least important.

Having identified students perceived needs in grades 7, 8, and 9, the co-directors began a systematic search of the literature to identify self-development materials. In searching for these materials, two criteria were followed. First, all materials must relate to one or more of the learning areas identified by the needs assessment instrument. Second, all materials must enhance self-development through learning by doing. That is, all of the materials must be experientially based.

A self-development activity rating sheet was developed (Appendix II). Materials were rated on two criteria. First, each self-development activity was assigned to one of the four learning areas on the needs assessment instrument. Next, each self-development activity was rated according to

perceived quality. Two counselor education doctoral candidates and one of the co-directors served as judges. Interjudge as well as intrajudge reliability was established prior to rating. Each judge rated the materials independently.

After all self-development activities were rated, activities meeting both criteria were assigned to one of three workbooks. The first workbook focuses on life planning. The second workbook focuses on values, and the third workbook focuses on decision-making. Each workbook contains a rationale for the career orientation teacher, instructions, self-development activities, and an evaluation instrument.

At this point in the project, the three booklets were reviewed by the Vocational and Technical Division of the Arkansas Department of Education. In addition, the supervisor for the Career Orientation Program identified 21 career orientation teachers throughout Arkansas as potential participants in the field testing of these three workbooks.

These career orientation teachers were invited to participate in a workshop designed to familiarize them with the three workbooks. All 21 career orientation teachers participated in a day long training session. Prior to beginning the training, the career orientation teachers were shown four video taped role plays. Each role play focused on a student expressing a concern about his or her self concept. The teachers were instructed to watch each role play, which lasted approximately three minutes, and to write on paper what they would say in response to that student. The teachers were given 90 seconds per role play to write out their response. Three trained judges later reviewed the teachers' written statements to determine the type of responses utilized as well as the

quality of responses. Following this pre-test, teachers were assigned to one of three groups. The three groups were led by two counselor education doctoral students and one of the project directors. Each group leader had the responsibility for introducing and leading the career orientation teachers through an assigned workbook. That is, one group leader was assigned to each workbook, and career orientation teachers rotated through each of the three groups. At the conclusion of the day-long training, the career orientation teachers had didactic as well as experiential learnings regarding these three workbooks.

Once the 21 teachers were trained, 11 were randomly selected to participate in the field testing of these three workbooks. Of the 11 selected to participate in the field testing, 6 were randomly assigned to the experimental group and 5 were randomly assigned to the control group. Both the control and experimental groups were given written instructions to pre-test their 7th, 8th, and 9th grade classes on the needs assessment instrument. Following the pre-test, the experimental group was asked to present the activity based learning booklets in the following order: Life Planning, Highlighting Self in Career Planning Through Value Related Activities, and Career Decision-Making (Appendix III). Teachers were given 15 days to complete these three workbooks. At the end of this time period, they were instructed to post-test their classes on the needs assessment instrument. The pre- and post-test results were mailed to the co-directors for analysis. The control group received the same written instructions as the experimental group except they did not use the three workbooks to teach self-development concepts (Appendix IV).

Based upon results of the needs assessment instrument, as well as input from career orientation teachers and school counselors, the three

workbooks were revised prior to final printing. After the necessary revisions were completed, 400 copies of the workbooks were disseminated to career orientation teachers throughout Arkansas. In addition, the results of this project have been presented at several conferences throughout the state.

FINDINGS

A series of T-tests were used to test the differences between pre- and post-test scores on the needs assessment instrument for both the control and experimental groups. For statistical purposes, the data was grouped together for analysis.

The first statistical comparison was between the control and experimental groups' pre-test "should" goal scores on the needs assessment instrument. "Should" scores are a measure of students' perception regarding the degree to which a stated goal should exist in the school. A high score suggest that the students believe the goal should exist to a very large extent. When the control and experimental pre-test "should" score means were compared, the 14 goal score means were found to be statistically significantly different at or beyond the point .01 level of significance. The experimental group had significantly higher pre-test "should" scores. That is, the experimental group perceived that these 14 goals should exist in school at significantly higher levels than did the control group. This finding was unexpected since one would assume no pre-test differences between control and experimental groups due to randomization.

The second statistical comparison was between the control and experimental groups' pre-test "actual" goal scores on the needs assessment instrument. "Actual" scores are a measure of students' perception regarding

the degree to which a stated goal actually exists in a school. A high score suggests students believe the goal actually exists to a very large degree in the school. When the control and experimental groups' pre-test "actual" means were compared, 12 of the 14 goals' "actual" mean scores were found to be non-significant. Two goals were found to be statistically significant at or beyond the .01 level of significance. Goal 1.3: The student will be able to communicate openly with others, and goal 4.2: Students will be able to apply basic academic skills to daily living tasks were found to be significant. The control group had significantly higher pre-test "actual" score means on these two goals. This would suggest that the control group perceived these two goals as actually existing in the schools at significantly higher levels than did the experimental group.

The third analysis was a comparison of the control and experimental groups' pre-test "should" and "actual" mean scores on the four learning areas: learning area 1.0: Self Knowledge; learning area 2.0: Life Roles, Settings, and Events; learning area 3.0: Life Planning, and learning area 4.0: Academic and Vocational Skills. When the control and experimental groups' pre-test "should" mean scores for the four learning areas were compared, all four learning area means were found to be significantly different at or beyond the .01 area of significance. The experimental group was found to have significantly higher pre-test learning area "should" mean scores. The experimental group perceived that these four learning areas should exist in the schools at significantly higher levels than did the control group.

When the control and experimental groups' pre-test "actual" learning area mean scores were compared, three of the four learning areas were found

to be non-significant. The control group had significantly higher pre-test "actual" mean scores on learning area 4.0: Academic and Vocational Skills.

A fourth statistical comparison examined independently both the control group's and experimental group's pre- to post-test "should" and "actual" mean scores. This was done due to the unexpected significant differences found on the control and experimental groups' pre-test "should" mean scores. This statistical analysis was conducted to determine if there were significant differences between the control group's and experimental group's respective pre- and post-test scores. If the experimental condition, in this case the three workbooks, made a significant difference, one would expect the experimental group's pre- to post-test "actual" mean scores to be significantly different.

The control group's pre- to post-test "should" mean scores on the 14 goals were not found to be statistically significant at the .05 level of significance. No significant "actual" mean score differences were found on the 14 goals for the control group's pre- to post-testing. This would suggest that the activities of the control group did not significantly influence students' perception regarding the degree to which these learning areas and their goals should exist in the schools. Nor did the control group change significantly its perception as to the degree to which these four learning areas and their goals actually exist in the schools.

The control group's pre- to post-test "should" and "actual" mean scores for the four learning areas were non-significant. That is, the control group did not significantly change its' perception regarding the degree the four learning areas and their related goals should and/or actually exist in schools.

The experimental group's pre- to post-test "should" mean scores on four goals were significantly different at the .05 level of confidence. Twelve goals were not found to have significantly different "should" mean scores. The post-test "should" mean scores were found to be significantly lower than the pre-test goal mean scores. This suggests that students in the experimental group perceived less attention should be given to the following goals: Goal 1.1: The students will be able to develop friendships; Goal 2.2: Students will know the interrelationship of their roles as workers, family members, and citizens; Goal 2.3: Students will be able to identify the function of leisure in their lives; Goal 3.3: Students will recognize the need for flexibility in planning; Goal 4.4: Students will demonstrate an ability in pre-employment skills.

The "actual" mean scores of fourteen goals for the experimental group were found to be significantly different from pre- to post-test. The post-test "actual" means were significantly higher than the pre-test "actual" means. This would suggest, as a result of the workbooks, students significantly changed their perception from the pre-test to the post-test. That is, they saw these goals as actually existing in the schools to a larger extent.

The experimental groups' pre- to post-test "should" mean scores on the four learning areas were not found to be statistically significant. Significant differences were found, however, for the experimental groups' pre- to post-test "actual" mean scores on the four learning areas. All four learning areas were found to have statistically significantly different post-test "actual" mean scores. This would suggest, as a result of the workbooks, students significantly changed their perception from the pre-

test to the post-test. That is, they saw these four learning areas to be actually existing in the schools to a large extent.

EVALUATION

The following points should be considered while interpreting the results of this study:

1. Although the teachers were randomly assigned to the control and experimental groups, significant pre-test differences were found between the control and experimental classes on the "should" exist index of the needs assessment instrument. In other words, the control and experimental groups did not start off equally. The experimental group perceived from the beginning that the four learning areas and their related goals should exist in the schools at a significantly higher level than did the control group.
2. Results of the communication index, taken by the teachers as part of the training session, suggests that career orientation teachers have differences in quantitative, qualitative, and focusing skills. Differences in these communication skills have been shown to be related to students' academic learning as well as self concept development.
3. There is considerable controversy in the professional literature concerning what statistical technique should be used to analyze the non-equivalent control group design. For purposes of this study, T-tests were utilized. If we had known the significant pre-test differences prior to beginning statistical analysis, a standardized change score analysis might have been utilized.

CONCLUSIONS AND RECOMMENDATIONS

Results of this study support the effectiveness of career orientation teachers using these learning by doing materials to enhance the teaching of self-development concepts in grades 7, 8, and 9. As a result of having completed this study, several specific recommendations are listed below for further consideration:

1. Learning by doing curricula/activity based learning experiences appear to be an effective means for involving and motivating students. As a result, consideration might be given to teaching other concepts through such curricula.
2. Consideration should be given to sponsoring a workshop designed to improve career orientation teachers' communication skills. Particular emphasis should be placed on attending and help in focusing skills.
3. Consideration might be given to developing a learning by doing communication curriculum designed to enhance student self-esteem. A microskills approach to communication training would appear to be appropriate.
4. If an experienced based communication program were to be developed, it would appear beneficial to train career orientation teachers prior to delivering the program in classrooms.
5. New career orientation teachers should be given an overview to these workbooks during the annual state conference.
6. Career orientation teachers should be encouraged to modify and tailor these workbooks to meet the specific needs of their classes.

APPENDIX I

Career Education Missouri Needs Assessment

MISSOURI CAREER EDUCATION NEEDS ASSESSMENT

JUNIOR HIGH/MIDDLE SCHOOL STUDENT SURVEY (Grades 6, 7, 8, 9)

Compiled and developed by
Thomas J. Arni, Carolyn Magnuson, William C. Sparks, and Marion Starr

This survey is designed to help us in planning our schools' Career Education program. Your ideas about what should be included in the program are important. Please complete the questionnaire with your own needs in mind.

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

In the left column please fill in the circle to indicate the degree to which you feel each condition should exist in the school program.
In the right column please fill in the circle to indicate the degree to which you feel each condition actually exists in the school program.

Should Exist In Schools

1 Stated condition should not exist at all
2 Stated condition should exist to a slight extent
3 Stated condition should exist to a moderate extent
4 Stated condition should exist to a fairly large extent
5 Stated condition should exist to a very large extent

Please fill in the circles to indicate your Grade and Sex. Be sure to write in your school's name.

○6 ○7 ○8 ○9

○ Male ○ Female

School Name

Actually Exists In Schools

1 Stated condition does not exist at all
2 Stated condition exists to a slight extent
3 Stated condition exists to a moderate extent
4 Stated condition exists to a fairly large extent
5 Stated condition exists to a very large extent

To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
②	③	④	⑤	1. to more easily tell others what they think and how they feel.	①	②	③	④	⑤
②	③	④	⑤	2. to be at ease with adults other than their parents.	①	②	③	④	⑤
②	③	④	⑤	3. to understand how each occupation relates to other occupations.	①	②	③	④	⑤
②	③	④	⑤	4. to know family expectations of/for them.	①	②	③	④	⑤
②	③	④	⑤	5. to develop skills which will allow them to choose and enjoy hobbies.	①	②	③	④	⑤
②	③	④	⑤	6. to know what kinds of jobs they can enter when they are 16	①	②	③	④	⑤
②	③	④	⑤	7. to know how things and ideas that are important to them will affect their decisions.	①	②	③	④	⑤
②	③	④	⑤	8. to know how present aptitudes and interests relate to their plans for the future.	①	②	③	④	⑤
②	③	④	⑤	9. to know when changes should be made in their plans.	①	②	③	④	⑤

Should Exist In Schools						Actually Exists In Schools				
	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
	②	③	④	⑤	10. to understand their friends and be able to relate to them.	①	②	③	④	⑤
	②	③	④	⑤	11. to know what others think of them and how it affects what they think of themselves.	①	②	③	④	⑤
	②	③	④	⑤	12. to know what to do when people "bug" them.	①	②	③	④	⑤
	②	③	④	⑤	13. to know how to fit into a variety of groups.	①	②	③	④	⑤
	②	③	④	⑤	14. to know why individual workers are important to our everyday living.	①	②	③	④	⑤
	②	③	④	⑤	15. to understand their rights and responsibilities as citizens.	①	②	③	④	⑤
	②	③	④	⑤	16. to know what leisure activities are available to them.	①	②	③	④	⑤
	②	③	④	⑤	17. to know how much different jobs pay.	①	②	③	④	⑤
	②	③	④	⑤	18. to identify possible solutions to problems.	①	②	③	④	⑤
	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
	②	③	④	⑤	19. to know how to adjust to changes in their lives.	①	②	③	④	⑤
	②	③	④	⑤	20. to take action on plans which will help them reach their goals.	①	②	③	④	⑤
	②	③	④	⑤	21. to know exactly what is expected of them in class.	①	②	③	④	⑤
	②	③	④	⑤	22. to know about different types of savings plans.	①	②	③	④	⑤
	②	③	④	⑤	23. to be aware of occupational training available in their high interest areas.	①	②	③	④	⑤
	②	③	④	⑤	24. to know the requirements of a successful job interview.	①	②	③	④	⑤
	②	③	④	⑤	25. to develop effective study skills.	①	②	③	④	⑤
	②	③	④	⑤	26. to know the basics of informed buying.	①	②	③	④	⑤
	②	③	④	⑤	27. to know what school courses relate to the type of work they plan to do.	①	②	③	④	⑤
	②	③	④	⑤	28. to know how courses they take now relate to their future plans.	①	②	③	④	⑤

Should Exist In Schools						Actually Exists In Schools				
	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
)	②	③	④	⑤	29. to better understand how to give and receive friendship from others.	①	②	③	④	⑤
)	②	③	④	⑤	30. to know how their words and actions affect others.	①	②	③	④	⑤
)	②	③	④	⑤	31. to be able to talk with teachers and parents openly.	①	②	③	④	⑤
)	②	③	④	⑤	32. to know how to handle pressure from kids their own age.	①	②	③	④	⑤
)	②	③	④	⑤	33. to know how all occupations are important to our community.	①	②	③	④	⑤
)	②	③	④	⑤	34. to understand the influence of occupational choice on their future life-styles.	①	②	③	④	⑤
)	②	③	④	⑤	35. to develop a personalized plan for life-long physical fitness.	①	②	③	④	⑤
)	②	③	④	⑤	36. to be able to compare their personal characteristics to the requirements of specific jobs.	①	②	③	④	⑤
)	②	③	④	⑤	37. to know the steps to effective decision-making.	①	②	③	④	⑤
	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
)	②	③	④	⑤	38. to know alternatives available to them when they're planning for their futures.	①	②	③	④	⑤
)	②	③	④	⑤	39. to assume responsibility for making immediate plans as well as long range plans.	①	②	③	④	⑤
)	②	③	④	⑤	40. to improve their understanding of what they read.	①	②	③	④	⑤
)	②	③	④	⑤	41. to know what to do in emergency situations.	①	②	③	④	⑤
)	②	③	④	⑤	42. to know the amount of education needed for various occupations.	①	②	③	④	⑤
)	②	③	④	⑤	43. to know how to look for a job.	①	②	③	④	⑤
)	②	③	④	⑤	44. to develop personal goals for the future.	①	②	③	④	⑤
)	②	③	④	⑤	45. to know how to apply for a job.	①	②	③	④	⑤
)	②	③	④	⑤	46. to take responsibility for exploring new things when their plans change.	①	②	③	④	⑤

Should Exist In Schools					Actually Exists In Schools				
To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
②	③	④	⑤	47. to know what is really important in dealing with others.	①	②	③	④	⑤
②	③	④	⑤	48. to know how to change things about themselves that they do not like.	①	②	③	④	⑤
②	③	④	⑤	49. to take action toward solving problems.	①	②	③	④	⑤
②	③	④	⑤	50. to stand up for their beliefs and rights.	①	②	③	④	⑤
②	③	④	⑤	51. to understand advantages and disadvantages of different jobs.	①	②	③	④	⑤
②	③	④	⑤	52. to allow for flexibility in planning.	①	②	③	④	⑤
②	③	④	⑤	53. to understand the importance of work in their lives.	①	②	③	④	⑤
②	③	④	⑤	54. to know the value and benefits of leisure time.	①	②	③	④	⑤
②	③	④	⑤	55. to know where to get information about jobs.	①	②	③	④	⑤

To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
②	③	④	⑤	56. to have money for the things they want.	①	②	③	④	⑤
②	③	④	⑤	57. to know how to live with the decisions they have made when necessary.	①	②	③	④	⑤
②	③	④	⑤	58. to improve their ability to take notes in class.	①	②	③	④	⑤
②	③	④	⑤	59. to know how to budget time and money for leisure activities.	①	②	③	④	⑤
②	③	④	⑤	60. to know the special abilities necessary in order to enter various occupations.	①	②	③	④	⑤
②	③	④	⑤	61. to know how to deal with criticism.	①	②	③	④	⑤
②	③	④	⑤	62. to know what habits and attitudes employers like.	①	②	③	④	⑤
②	③	④	⑤	63. to know how to make new friends.	①	②	③	④	⑤
②	③	④	⑤	64. to know what other kids like and don't like about them.	①	②	③	④	⑤

APPENDIX II

Self-Development Activity Rating Sheet

ACTIVITY_____

Primary Category Rating: (circle one)

I Self Knowledge
- 1. Develop Friendships
- 2. Personal/Interpersonal Relat.
- 3. Communication Skills
- 4. Social Flexibility

II. Life Roles/Setting
- 1. Occupation and Society
- 2. Role Relationship
- 3. Func. of Leasure
- 4. Occupation Characteristics

III. Life Planning
- 1. Make Effective Decisions
- 2. Planning and Outcomes
- 3. Flexible Planning
- 4. Own Planning

IV. Academic & Vocat. Skills
- 1. Function to Acacemic capabilities
- 2. Apply Academic Skills to Life
- 3. Occupation Prerequisites
- 4. Demonstrate Occupational

Secondary Category Rating: (circle one)

I Self Knowledge
- 1. Develop Friendships
- 2. Personal/Interpersonal Relat.
- 3. Communication Skills
- 4. Social Flexibility

II. Life Roles/Setting
- 1. Occupation and Society
- 2. Role Relationship
- 3. Func. of Leasure
- 4. Occupation Characteristics

III. Life Planning
- 1. Make Effective Decisions
- 2. Planning and Outcomes
- 3. Flexible Planning
- 4. Own Planning

IV. Academic and Vocat. Skill.
- 1. Funct. to Academic Capab.
- 2. Apply Academic Skills to Life
- 3. Occupation Prerequisites
- 4. Demonstrate Occupational

Quality Rating: (in present form)

1 2 3

poor adquate good

Quality Rating (potential with revision)

1 2 3

poor adequate good

Comments:

APPENDIX III

Experimental Group Letter

VOCATIONAL EDUCATION
Graduate Education Building
Fayetteville, Arkansas 72701
(501) 575-4758

UNIVERSITY OF ARKANSAS · College of Education

Dear

Greetings from Oswald Weise, John Rolloff, and myself. John and I are requesting your help in field testing three career orientation booklets: LIFE PLANNING WORKSHOP, HIGHLIGHTING SELF AND CAREER AWARENESS THROUGH VALUE-RELATED ACTIVITIES, and CAREER DECISION-MAKING. It is important that we gather this data this spring. This will enable us to make the necessary modifications so that the final copies can be in the hands of Arkansas' Career Orientation teachers next fall.

I am requesting that you follow the instructions below in gathering the data:

1. Enclosed you will find copies of the Missouri Career Education Needs Assessment instrument. I have enclosed enough copies for both the pre- and post-test. Please ensure that your students understand the instructions printed on the instrument. Since the answers will be computer scored, it is essential that students use black lead pencils. Also, please have students indicate their grade and sex.

2. It is important to keep each class' pre- and post-test data separated from other classes.

3. It is also important to keep each class' pre-test data separated from its post-test data.

4. Please ask your students to complete the pre-test instrument.

5. After completing the pre-test, please record on a separate sheet of paper the following information for each class tested:
    1. Your name and school
    2. "PRE-TEST"
    3. Grade level of class and class period
    4. Number of students completing the pre-test

6. Please put your class information sheet and the pre-tests for each class together by wrapping a rubber band around them.

7. Once the pre-test is completed, please administer the three Career Orientation booklets in the following order:
    First - LIFE PLANNING WORKSHOP
    Second - HIGHLIGHTING SELF AND CAREER AWARENESS THROUGH VALUE-RELATED ACTIVITIES
    Third - CAREER DECISION-MAKING

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8. Please follow the instructions in each booklet as well as the information given during our Little Rock training session while administering each booklet.

9. Immediately after completing the third booklet, please post-test each class.

10. Please follow the same pre-test instructions in completing the post-test.

11. Once the post-test is completed, please record on a separate sheet of paper the following information for each class tested:
    1. Your name and school
    2. "POST-TEST"
    3. Grade level of class and class period
    4. Number of students completing the post-test

12. Please wrap a rubber band around each class; information sheet and post-tests.

13. Now take each class' pre- and post-test packages and wrap them together with a rubber band. Please repeat this for each class tested.

14. Mail the completed materials to us at the address below:

    Dr. John Childers and/or Dr. John Rolloff
    University of Arkansas
    Graduate Education Building 100
    Fayetteville, AR 72701

15. If you have any questions regarding these procedures, please call either:

    John Rolloff, (501)575-4758 or
    myself, (501)575-3509

Thank you for assisting us in this project. We deeply appreciate your time and effort.

Sincerely,

John H. Childers, Jr., Ed.D.

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Enclosures

cc: Oswald Weise
Don Harlan
Dean Clayton
John Rolloff

APPENDIX IV

Control Group Letter

VOCATIONAL EDUCATION
Graduate Education Building
Fayetteville, Arkansas 72701
(501) 575-4758

UNIVERSITY OF ARKANSAS · College of Education

Dear

Greetings from Oswald Weise, John Rolloff, and myself. John and I are requesting your help in field testing three career orientation booklets: LIFE PLANNING WORKSHOP, HIGHLIGHTING SELF AND CAREER AWARENESS THROUGH VALUE-RELATED ACTIVITIES, and CAREER DECISION MAKING. Gathering the data now will enable us to make modifications so that the final copies of these booklets can be in the hands of career orientation teachers in Arkansas next fall.

I am requesting that you participate in the field testing process by serving as part of the control group. Please follow the instructions below:

1. Enclosed you will find copies of the Missouri Career Education Needs Assessment instrument. I have enclosed enough copies for both the pre- and post-test. Please ensure that your students understand the instructions printed on the instrument. Since the answers will be computer scored, it is essential that students use black lead pencils. Also, please have students indicate their grade and sex.

2. It is important to keep each class' pre- and post-test data separated from other classes.

3. It is also important to keep each class' pre-test data separated from its post-test data.

4. Please ask your students to complete the pre-test instrument.

5. After completing the pre-test, please record on a separate sheet of paper the following information for each class tested:
   1. Your name and school
   2. "PRE-TEST"
   3. Grade level of class and class period
   4. Number of students completing the pre-test

6. Please put your class information sheet and the pre-tests for each class together by wrapping a rubber band around them.

7. Once the pre-test is completed, I would like you to continue with your normal teaching routine for ten working days. Please do not expose your classes to the three career orientation booklets.

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8. At the end of ten working days, please post-test each class.

9. Please follow the same pre-test instructions in completing the post-test.

10. Once the post-test is completed, please record on a separate sheet of paper the following information for each class tested:
    1. Your name and school
    2. "POST-TEST"
    3. Grade level of class and class period
    4. Number of students completing the post-test

11. Please wrap a rubber band around each class; information sheet and post-tests.

12. Now take each class' pre- and post-test packages and wrap them together with a rubber band. Please repeat this for each class tested.

13. Mail the completed materials to us at the address below:

    Dr. John Childers and/or Dr. John Rolloff
    University of Arkansas
    Graduate Education Building 100
    Fayetteville, AR 72701

14. If you have any questions regarding these procedures, please call either:

    John Rolloff, (501)575-4758 or
    myself, (501)575-3509

15. After completing the pre- and post-test, you may utilize the three booklets with your class if you elect to do so.

Thank you for assisting us in this project. We deeply appreciate your time and effort.

Sincerely,

John H. Childers, Jr., Ed.D.

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Enclosures

cc: Oswald Weise
Don Harlan
Dean Blayton
John Rolloff